

CRIMINAL JUSTICE I

Criminal Justice I Introduces specialized classroom and practical experiences related to public safety occupations such as law enforcement, loss prevention services, and homeland security. This course provides an introduction to the purposes, functions, and history of the three primary parts of the criminal justice system as well as an introduction to the investigative process. Oral and written communication skills should be reinforced through activities that model public relations and crime prevention efforts as well as the preparation of police reports

- DOE Code: 5822
- Recommended Grade Level: Grade 11-12
- Recommended Prerequisites: None
- Credits: 2-3 credits per semester, maximum of 6 credits
- Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- This course is aligned with postsecondary courses for Dual Credit:
 - Ivy Tech
 - CRIM 101-Intro to Criminal Justice Systems
 - CRIM 113- Criminal Investigations
 - Vincennes University
 - LAWE 100- Survey Criminal Justice
 - LAWE 150-Intro to Criminology

Dual Credit

This course provides the opportunity for dual credit for students who meet postsecondary requirements for earning dual credit and successfully complete the dual credit requirements of this course.

Application of Content and Multiple Hour Offerings

Intensive laboratory applications are a component of this course and may be either school based or work based or a combination of the two. Work-based learning experiences should be in a closely related industry setting. Instructors shall have a standards-based training plan for students participating in work-based learning experiences. When a course is offered for multiple hours per semester, the amount of laboratory application or work-based learning needs to be increased proportionally.

Career and Technical Student Organizations (CTSOs)

Career and Technical Student Organizations are considered a powerful instructional tool when integrated into Career and Technical Education programs. They enhance the knowledge and skills students learn in a course by allowing a student to participate in a unique program of career and leadership development. Students should be encouraged to participate in SkillsUSA, the CTSO for this area.

Content Standards

Domain – Administration of Justice

Core Standard 1 Students examine the historical roots of the justice system to understand modern procedures in the administration of criminal justice.

Standards

- CJI-1.1 Develop an understanding of crime and justice in the United States

- CJI-1.2 Demonstrate an understanding of the Constitution of the United States
- CJI-1.3 Demonstrate an understanding of the sources of American criminal law
- CJI-1.4 Demonstrate an understanding of the administration of justice
- CJI-1.5 Explain concepts of the exclusionary rule/role and its implications for law enforcement
- CJI-1.6 Demonstrate an understanding of juvenile and adult justice
- CJI-1.7 Develop a basic understanding of crime problems and delinquency in the United States and on an international level
- CJI-1.8 Demonstrate an understanding of the rules of evidence
- CJI-1.9 Demonstrate knowledge of the historical aspects of crime and justice
- CJI-1.10 Distinguish between the various functions of segments of the criminal justice system
- CJI-1.11 Research the history and evolution of law enforcement

Domain – Criminology

Core Standard 2 Students analyze the root causes of crime to recognize its role in law enforcement procedures and practices

Standards

- CJI-2.1 Examine modern theories regarding crime and delinquent behavior
- CJI-2.2 Examine the nature, extent, and distribution of crime
- CJI-2.3 Explore major agencies of the system, criminal causation, and types of crime
- CJI-2.4 Differentiate among investigative typologies including offenses, offenders, and victims
- CJI-2.5 Analyze the nature of crime

Domain – Criminal Evidence Procedure

Core Standard 3 Students examine evidence procedures to build sound criminal cases.

Standards

- CJI-3.1 Choose appropriate tools and technology for a given task
- CJI-3.2 Read and interpret written materials
- CJI-3.3 Employ appropriate speech, language, and listening skills
- CJI-3.4 Research, interpret, and use data for work assignments
- CJI-3.5 Utilize effective critical thinking, decision making, and problem-solving techniques
- CJI-3.6 Perform appropriate mathematical calculations correctly
- CJI-3.7 Produce accurate reports
- CJI-3.8 Collect and present facts
- CJI-3.9 Demonstrate appropriate speech, language, and listening skills
- CJI-3.10 Apply written communication skills
- CJI-3.11 Identify physical evidence
- CJI-3.12 Explain the concepts of physical evidence and its importance in the investigative process

Domain – Operational Standards in Law Enforcement

Core Standard 4 Students examine the various components of law enforcement to perform common procedures in the field.

Standards

- CJI-4.1 Implement quality assurance measures and safeguards
- CJI-4.2 Assess and implement approved safety procedures
- CJI-4.3 Describe and explain the three major components of the criminal justice system
- CJI-4.4 Outline the process of adjudication from arrest through sentencing
- CJI-4.5 Discuss the elements of correction including the concepts of punishment, rehab and reform
- CJI-4.6 Demonstrate an understanding of corrections and incarceration
- CJI-4.7 Demonstrate an understanding of law enforcement ethics
- CJI-4.8 Identify accepted standards for ethical behavior
- CJI-4.9 Exhibit a responsible work ethic
- CJI-4.10 Understand the use of force
- CJI-4.11 Assess and implement approved safety procedures and defensive tactics for law enforcement

Domain – Administration and Leadership Skills

Core Standard 5 Students demonstrate appropriate professional skills to ensure effectiveness in the field of Criminal Justice.

Standards

- CJI-5.1 Formulate an understanding of the major policing strategies including problem oriented policing; community oriented policing, COMPSTAT, etc.
- CJI-5.2 Develop leadership skills
- CJI-5.3 Establish positive relationships with people from diverse backgrounds
- CJI-5.4 Identify skills and attitudes needed for lifelong learning

Domain – Career and Advancement in Law Enforcement

Core Standard 6 Students apply essential career skills to prepare for job opportunities in the field of Criminal Justice.

Standards

- CJI-6.1 Establish a personal career goal and develop objectives for achieving the goal
- CJI-6.2 Evaluate employment and career pathway opportunities related to establish career interest(s)
- CJI-6.3 Write a continuing education plan that identifies further education and training options
- CJI-6.4 Prepare for exams leading to certifications recognized by business and Industry
- CJI-6.5 Evaluate resources that keep workers current in the career field
- CJI-6.6 Establish a personal career goal and develop objectives for achieving the goal

Process Standards

Common Core Literacy Standards for Technical Subjects

Reading Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details

- 11-12.RT.1 Cite specific textual evidence to support analysis of technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- 11-12.RT.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- 11-12.RT.3 Follow precisely a complex multistep procedure when performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

- 11-12.RT.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 11-12 texts and topics*.
- 11-12.RT.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- 11-12.RT.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

Integration of Knowledge and Idea

- 11-12.RT.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- 11-12.RT.8 Evaluate the hypotheses, data, analysis, and conclusions in a technical subject, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- 11-12.RT.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

- 11-12.RT.10 By the end of grade 12, read and comprehend technical texts in the grades 11-CCR text complexity band independently and proficiently.

Writing Standards for Literacy in Technical Subjects 11-12

The standards below begin at grade 11 and define what students should understand and be able to do by the end of grade 12. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations – the former providing broad standards, the latter providing additional specificity.

Text Types and Purposes

- 11-12.WT.1 Write arguments focused on *discipline-specific content*.
- 11-12.WT.2 Write informative/explanatory texts, including technical processes.
- 11-12.WT.3 Students will not write narratives in technical subjects. *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

Production and Distribution of Writing

- 11-12.WT.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WT.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 11-12.WT.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

- 11-12.WT.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 11-12.WT.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectivity to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation
- 11-12.WT.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 11-12.WT.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.